

**Professional Assessment Statement
For Mid-Course Review
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Graduate Studies in Counseling**

Sitting in the midst of my third academic year at Rollins College, and my sixth year in academia overall, I am constantly reminded of the ways in which I feel that Rollins College, and my professional field in general, offers a magnificent fit for me. This occurs through everyday experiences while teaching, interacting with colleagues and students, and in my professional endeavors. In addition, being in the academic and professional field of mental health counseling, reflection and growth are welcomed processes. As such I welcome the opportunity to reflect on my professional development and growth thus far at Rollins College. Through this Professional Assessment Statement, I will discuss the development of my teaching, supervision, scholarship and engagement in service over the past two-and-a-half academic years. Additionally, I will use this Professional Assessment Statement to paint a picture of my plans to enhance my performance and growth as I continue as a professor at Rollins College.

TEACHING

Experiencing real life in the classroom and feeling passion towards the material – that’s how students learn. Being genuine in the classroom and feeling passion towards the material – that’s how good professors teach. It seems to me that with these core conditions present, an intentional environment of meaningful learning occurs.

I am reminded of a particular class session in my *CPY 520: Group Dynamics and Process* course from the Fall 2008 semester. I was walking back from a client session at CAPS (where I did some pro-bono work for the college), reflecting on the student with whom I had just spent an hour. When I first came across this remarkable young man he was so hurt by an occurrence in his life that his world no longer felt safe, predictable, trustworthy or kind. Such a profound wealth of feelings emerged from his words week after week, yet, that day in October, I looked across at the same young man and saw strength, power and confidence. How could someone who once, not that very long ago, viewed the world as malevolent now walk through that very same world with a feeling of peace? This was an interesting week for me as well as I had just watched my mother go through surgery, and had recently returned from a weekend memorial commemorating the 10-year anniversary of the passing of a dear friend. With all of this in my mind, I started thinking about what made this student change, in addition to how I have changed as a person throughout the past decade. The common factor was, and is, people. It brought to mind the reparative process of relationships and the power that relationships have to foster change.

Walking into class that night, I wrote on the board “the reparative process of relationships,” sat on the desk in front of the classroom, and told them that I had just

experienced one of those sessions that impacts you so profoundly as a counselor, and person, that it leaves you in awe of what we do for a living. I shared with the class how I came to this conclusion, and how the awareness of this type of change, and the understanding of change itself, can make one a better therapist in many different ways. I then gave the students questions to answer regarding personal change and how they view themselves with, and without, others. After they reflected personally they brought forward their conclusions to the entire class (I shared mine first in order to reduce some of the potential anxiety in the room). Some of their answers were amazing! And those who didn't share during this exercise were still able to speak about the process of going through this in-class experience. Together we connected this to the group process (which included the transition stage of group counseling, which was a pre-set discussion for that class) and the therapeutic relationship that is formed that allows the space for healing. For me, that night was a reconfirmation that developing competent, self-aware and passionate students occurs when the material becomes genuine. When that transpires is when they can truly live what they are learning.

One student e-mailed later that night, saying:

Just a quick thank you for having the flexibility and genuine care for us and for our evolution as counselors to seize the opportunity to truly 'teach' us despite it not being in direct accordance with the established syllabus. Your sort of self effacing honesty and authenticity is almost exactly the brand to which I aspire. Many thanks again.

Though it would be a wonderful dream to experience that type of class every night, the reality is that it doesn't occur all the time. But, as a result, what it has given me is a very concrete goal: How can I make tonight's material and the learning outcomes of the semester, touch and/or deeply impact my students? I found that discovering ways to use the students' real life experiences, combined with my genuine experiences in the field of counseling that assist my facilitation about the vital concepts and theories in our field, provides for an environment in which striving for an enriching learning experience flows naturally.

In every class I make it my goal to bring in questions that allow students to reflect on how they connect to the material personally, and as a future mental health counselor. I believe this adds to the knowledge base of my students and makes the information more applicable to real world situations. Many times students will hear about my times as a crisis counselor, addictions counselor, agency and college counselor. They will not only hear about my clients, but also how I felt when I was with my clients. This facilitates my recognition that the experiential piece is vitally important in their development.

Through both my educational and professional endeavors, I have gained experience as a counselor educator teaching and supervising a diverse range of students. I believe in a teaching approach that is experiential, transformative, and which offers students the opportunity to actively engage and meaningfully interact with the course material. Teaching beyond the textbook is vital to having a comprehensive learning approach. One way in which I accomplish this is by inviting guest speakers into my PSY 551

Psychopathology: Diagnosis and Assessment of Abnormal Behavior class. One such speaker is an individual who is living with Dissociative Identity Disorder (formally Multiple Personality Disorder). The students have the ability to connect with a person (or, rather, diagnosis) they may be working with as opposed to simply reading about the disorder in their textbook or supplemental reading materials. This experience also reinforces the notion that we, as counselors, are indeed working with people and not the disorders that society or our manuals label them with. Similarly, I have invited guests who have been impacted by other life experiences and issues, such as eating disorders. They have been able to share his or her life with our students, and give voice to the potential clients with whom they will be working. Many students describe this as a quite impactful experience.

Encouraging critical thinking skills and creating relevancy is important to foster a meaningful and rich education. In this very same class (PSY 551), students are asked to work with each other in case consultation teams that mirror real world experiences. This occurs every class. In these treatment teams students are given case studies and asked to work together to reach a consensus on the client's diagnosis based off of a number of criteria, including the client's reported problem, the etiology and course of that issue, the client's history, and environment and cultural influences. In addition, the students collaborate on a developmental and strength-based approach to treatment, which assists the person through his or her difficult or trying time. It is not just about reading, but also applying and testing out their clinical minds with each other. Counseling is a field of relating to people, and these types of activities allow my students to apply and assess their relational skills with each other as future professionals.

I exhibit a well-rounded teaching style by offering additional literature, creating applicable projects and group work, using live demonstrations and facilitating role plays. One such project is in my *CPY 530 Theories of Personality* course. In this course, students learn about the theoretical approaches that have shaped our profession and assist our clients as they move through their issues, and life itself. I attempt to take the students in this class beyond the reading and history to a place where they personally connect with each theory we discuss. They bring in a weekly personal theory image and reflect on this individually and within the larger class. Students select a small (3-4") visual image (such as a clipping from a magazine or a sketch created by the student) that illustrates or represents the theory being discussed each week. They may select an image that represents part of a theory, a major theme or its entirety. The objective is for students to think "outside the box," and relate to the course material in a more abstract and representational way. During class students discuss their image, including (1) how that particular image relates to the theory in their mind, and (2) where in their own life there has been evidence of this particular theory, or set of ideas, being discussed. This is an application piece that integrates their self-awareness and personal experience to the theorist, theory or interventions being discussed. At the end of the semester each student is asked to use his or her theory pictures or images (or add/substitute new ones) to create an Integrative Personal Theory Mandala that describes his or her integrative view of counseling (a power point with examples can be found in my

materials). My hope for this project is that it starts them on the journey of understanding their personal approach to counseling and working with others. From my course evaluations, students reported an enjoyment and connection to this project. At the end of the semester they were also able to celebrate their creation by presenting it to the class and welcoming questions about what they believe theoretically and practically, as well as the journey that got them there.

I attempt to make every lecture an interactive experience by bringing in technology, such as PowerPoint, DVDs and Blackboard. I link this to my professional experiences and my own research related to counseling, clinical work and supervision, as a way to enhance my teaching practices while bringing life to the course material. Many times I will play a client in class. This allows the students to stretch their clinical minds and take risks, while having the comfort of knowing that support is there if they need it.

Another connection I have found occurs between my research and teaching. I developed the Interactive Supervision Model as a way to holistically, and more competently, teach basic counseling skills to beginning counseling students. The article *Interactive Supervision Model: Enhancing beginning counseling student development* is currently under review (a copy of the submitted article can be found in my mid-course review materials). Believing that there was a better way to teach these skills, I embarked on creating an experience in the classroom that not only introduced the material, but also allowed my students to work together and really become interactive with counseling skills. Through this supervision/teaching model, students were able to practice these skills as well as have an awareness of where they were academically, personally and developmentally. Students seemed to enjoy this model, and the research (both quantitative data and student feedback) concurred. Students who learned basic counseling skills through the Interactive Supervision Model (ISM) demonstrated large gains and overall enhancement in their development (making statistically and practically significant changes). The roles that are played in the ISM allow for students to enhance their empathic understanding, conceptualization skills and session direction skills to create a higher probability of success within each role play. This research also aligns with my participation in the development of my competence in clinical supervision, which directly affects the practicum and internship courses I teach. In addition, this was a form of self-assessment for me. I am always striving to make class a more meaningful and impactful experience for my students. If the resources are not out there to guide me to where I think I need to take my students, then as a scientist/practitioner/teacher, it is my responsibility to create them.

As a professor, supervisor and person, I believe in compassion, caring, patience, and have a strong appreciation for human diversity, which I bring into the classroom. I take a multiple heritage approach to teaching (my own multiple heritage background influences my teaching, scholarship and service). That is, I believe that we are all impacted by an infinite number of experiences, people, groups and interactions in our ecological world, and these experiences shape how we interact with that world on a daily basis. When we are able to explore and appreciate our clients (or, regarding teaching, our students) through his or her personal worldview, the wall between people is diminished. From this

place an environment is created where meaningful growth and learning can occur. I believe that teaching my students to ask intentional questions to increase knowledge, understanding, and connection helps to break down the wall between them and the material and, as they move through clinical courses, between the student-as-counselor and their clients.

Connecting with students is something I always strive for in my teaching, supervising and advising roles. In addition, I maintain high professional standards and place great emphasis on ethical responsibilities. Since personal growth and development are strong components of the counseling profession, I believe in process and self-cultivation throughout the classroom and supervision experiences. Student and colleague feedback is also very important to me. After classes I can be still be found in my colleagues' offices debriefing a class experience. I also find it very encouraging that I am on a faculty that embraces my desire to consult on exams or new projects I am introducing to my classes.

In terms of student feedback, I take all of my evaluations very seriously and continually refine and update my material, as well as the way I present and interact with it. It is important for me to have a vigilant responsiveness to my student evaluations. In the middle of the semester I like to obtain a pulse on my students' experience through anonymous feedback. They are allowed the space to talk about what they like and what needs to be enhanced or altered to make their experience with the material more meaningful and impactful. This seems to have worked well as I have received high ratings and positive comments in my student evaluations as an assistant professor at Rollins College, as well as in the Department of Graduate Studies in Counseling.

Here are some thematic comments from my students stating what they liked about different courses:

- (1) "The assignments were interesting and relevant. The professor was incredibly sincere and really seemed to care about the students. He really knew what he was talking about which made the course seem important and thought provoking."
- (2) "The Instructor, the level of preparation, the commitment to the *real learning* and to the students' evolution."
- (3) "Dr. Paladino has such a talent for facilitating creative learning opportunities."
- (4) "The course really forced me to out of my shell and take risks."

I believe in the continual assessment of my course evaluations; seeking additional student comments/suggestions; assessing the current student dynamics and learning styles in each class; consulting with colleagues; and meaningful and intentional refinement of my syllabi, teaching methods and assignments. These efforts, combined with my passion for keeping classes clear, current and comprehensive, are what lead me down the road toward exceptional teaching. I have a lot to learn as a professor, but I embrace the active role as a persistent learner in the journey of "pedagogical innovation and continued professional growth" that is our Rollins College mission. My goal is to continually use these assessments and seek out feedback to inform the direction of my growth as a teacher.

I can truly say that I am very passionate about teaching and have a deep love for working for a college and department with a strong focus on liberal arts teaching. I hope that every course I teach moves the students within a process of liberating the mind and connecting to our global and multicultural society.

SCHOLARSHIP

My scholarship and research has great influence on my teaching. This can be seen through my work to create better ways to teach and supervise students, whether that is done by developing the Interactive Supervision Model, or through writing and teaching about a more comprehensive way of assessing crises. In my mind, the scientist/practitioner/teacher is a very real and necessary role in academia.

I have dedicated my scholarship interest to three main areas:

- (1) College counseling & student issues/development
- (2) Crisis assessment
- (3) Multiple heritage identity development and counseling

My work allows these topics to intersect and complement each other. I also believe in collaboration in scholarship, and this belief can be seen thorough my work with current departmental faculty, students and faculty from diverse institutions.

Throughout my time at Rollins College, I have worked to meet and exceed the department standards for faculty evaluation/promotion in the Department of Graduate Studies in Counseling. Departmental standards for scholarship in order to earn a promotion to Associate Professor are listed below. I will address each area separately.

- (1) At least two peer-reviewed published articles in peer-reviewed journals.
- (2) At least two presentations at national/international professional conferences.
- (3) Supplemental activities that indicate a consistent pattern of scholarship, such as: participation in seminars in which scholarly work is required; service as a referee or reviewer for professional journals and/or publishers; invited lectures; receipt of grants or fellowships from which scholarly writing is expected; books or book chapters, workshop presentations, collaborations with students on presentations and /or research, other publications such as training manuals, presentations to local, state, national and/or international organizations.

At least two peer-reviewed published articles in peer-reviewed journals

Since 2007, I have published four peer-reviewed journal articles; one co-written and edited book (with six co-authored and one single-authored chapter) that was awarded with the Association of Multicultural Counseling and Development's 2009 Professional Development award; and two additional chapters in other published books. Three of my peer-reviewed journal articles focused on combining my interests in college student development/issues and crisis assessment and counseling. These topics included gender and university athletics; dating violence, self-injury and college students; and

comprehensive college student suicide assessment. The later article I use to teach suicide and crisis assessment, and it came from my desire to find a more holistic way to talk about assessing the individual within the crisis to lead to a more effective and appropriate intervention. The fourth article was a book review on animal-assisted therapy. I gained interest in this topic after witnessing its tremendous healing power when I was working with Hurricane Katrina evacuees in arena and coliseum shelters.

One piece of scholarship that I am quite proud of is the book, *Counseling Individuals, Couples, and Families with Multiple Heritages*, published by the American Counseling Association – one of the most highly recognized publishers in the field of counseling. Being of multiple heritage myself, and knowing how that dual identity can shape one's life experience, served as a guide for me through this endeavor. It was exciting and a great privilege to add to and significantly enhance the literature in this area. I was also able to combine two of my scholarship interests in this book with my single-authored chapter on multiple heritage college students. Other co-authored chapters included the history of anti-miscegenation, history of racial classification, identity development in a mixed heritage world, multiple heritage adults and an interracial family clinical case study. In addition, my interest in this scholarship area has led to sections in two other books. One addresses counseling multiple heritage clients, and is included in a book on experiential activities for teaching multicultural counseling classes and infusing cultural diversity into core classes. The other work focuses on multiple heritage identity within group counseling, and was developed for a book on group work experts and multicultural activities.

I believe in a continuous and thoughtful research agenda. I have journal articles and research projects in different levels of completion – from conceptualization to submitted work. As previously mentioned, I have an article on the Interactive Supervision Model submitted to a top-tier journal in the field of counseling. Supervision has increased my interest in counselor education as a topic of study, and with that comes two more projects in progress – one focusing on teaching crisis, and another centered on assessing standards and preparing students for graduate work. In line with my interest in counselor education as an area of potential scholarship, I was able to co-author a presentation on faculty interviews and job searches in counselor education that was picked up by a publisher and turned into a Web site. Finally, I am also working on completing two pieces that are in-line with my research agenda. One focuses on working with the multiple heritage population through hearing their stories, and the other explores college counselor burnout and self-efficacy.

At least two presentations at national/international professional conferences

I find presentations to be another important outlet for my scholarship. Since 2007, I have been a presenter on thirteen (13) nationally peer-reviewed presentations and one (1) regionally peer-reviewed presentation. My presentations have covered the same research areas as my published scholarship, and they have intersected each other as well. Some presentations have addressed my interest in multiple heritage identity development and counseling. Topics in this area include working with multiracial children and adolescents in the schools; counseling multiple heritage individuals,

couples and families; exploring the status of interracial couples forty years after the Loving decision; and addressing the needs of multiple heritage college students in counseling. My interest in crisis assessment can be seen in presentations regarding training and teaching counselors for tragedy and crisis counseling. My newer interest in counselor education comes through in presentations on transforming multicultural training; tips for applying for counselor education faculty positions; emerging leader trainings; and preparing and the subtle impact of cultural invisibility in academia. Occasionally, I have connected my teaching interests in presentations, such as ethics in group work. My goal is to continue this pattern of presentation scholarship in order to become more of an expert in these concentrated areas.

Supplemental activities that indicate a consistent pattern of scholarship

Additional activities that I have been involved with in the area of scholarship are grant work, interviews and editorial service. I have been awarded one grant of \$500 by the American College Counseling Association to study the impact of self-efficacy and professional identity on college counselor burnout. I hope to secure additional grants in the future to supplement my scholarship. Last year I was interviewed in the areas of college counseling, as well as grief counseling in a college context. I find it a privilege to be sought out for my thoughts on these particular topics and look forward to more opportunities to share my scholarship when these occasions present themselves.

I have been involved in editorial service as a supplemental scholarship activity. I am appreciative for these opportunities, both those that I have sought out on my own, and those which I have been asked to perform. I am currently an editorial review board member for the *Journal of College Counseling* through August 2012, and an ad hoc reviewer for the *Journal of American College Health*. An editorship activity that I have participated in, and enjoyed, since my time as a graduate student is serving as the Graduate Student Column Editor for *Visions*, a national newsletter of the American College Counseling Association. I have also been offered the opportunity to serve as a book proposal and outline reviewer for both Sage Publications and Houghton Mifflin/Lahaska Press. Finally, I have been involved as a conference program selector for the American Counseling Association Conference twice, and for the Southern Association of Counselor Education and Supervision Conference. I view these supplemental scholarship opportunities as a way to give back to the field.

SERVICE

For the past three years at Rollins College and in the Department of Graduate Studies in Counseling, I have embraced service as an important aspect of my role as a professor. As an Assistant Professor I have thus far provided a considerable amount of service to Rollins College, the Department of Graduate Counseling and the greater counseling profession. I put a lot of work into dedicating time to service that spans several areas in academia and the professional counseling field. In addition, I am careful to make these choices with intention and interest. Departmental standards for service in order to earn a promotion to Associate Professor are listed below. I will

address each area separately describing my service activities since the Fall semester of 2007.

- (1) Membership on one of the college-wide or faculty governance committees.
- (2) Departmental service, such as coordinating the Cornell Counseling Clinic, serving as departmental chair or coordinating departmental workshops, and advising students.
- (3) At least two from the following: elected office or committee work in local, state, national or international professional associations; presentations and/or consultations within Rollins College and the community; service learning projects; other college committee work.

Membership on one of the college-wide or faculty governance committees

My previous work in college counseling, and crisis assessment and intervention on campuses has offered me several opportunities to work in, and alongside, student affairs departments and professionals. I feel a strong connection to student affairs and this encouraged me to run in an election to be a part of the Rollins College Student Life Committee, which I will proudly serve on until 2011. My first year on this committee has been a tremendous experience as I have been able to weigh in on various important parts of student life. Our discussions and actions have been in the areas of student conduct and honor codes, student housing, Greek life, faculty service, and faculty and staff connections. As part of the welcomed responsibility that comes with being involved in the Student Life Committee, I have recently completed training to become a member of the Office of Community Standards and Responsibility Administrative Hearing Panel.

I truly am enjoying my connection to campus service since being at Rollins College. Since college student development and college counseling are significant areas of interest for me, it is fantastic to see them connect within my teaching, clinical work, research and service. In addition, my interest in diversity on campus has allowed me the opportunity to be a liaison for the Rollins College Diversity Committee to the Student Life Committee.

Departmental service, such as coordinating the Cornell Counseling Clinic, serving as departmental chair or coordinating departmental workshops, and advising students

Serving the Department of Graduate Studies in Counseling has been a pleasure for these past two-and-a-half academic years. It has been very exciting to move into a faculty position where I can make a direct and immediate impact within the department, alongside my teaching. With work experience in college counseling and crisis work, and directing a small college counseling center at a satellite campus, it was an easy choice, and a welcome opportunity, to serve as Director of the Cornell Counseling Clinic (CCC). This is a role I take very seriously, and in which I possess a deep passion. Throughout my time as Director, I have worked with my graduate student assistants in the CCC to update paperwork, logistics and seek new equipment to help ensure the clinic is more educational for our students, as well as more confidential and useful to the Rollins College students we serve. In addition, as a representative of the CCC and our department I was asked to be a guest panel participant by the American Foundation for Suicide Prevention (Central Florida Chapter) to discuss the issue of suicide and suicide prevention.

Additional service to the department includes being an instrumental participant in our Graduate Studies in Counseling Information Sessions twice a year, co-coordinating internship orientation each year, assisting with practicum placement, and continuous advisement of students and their progress throughout the program. In addition, each year I have co-presented and assisted in the development of our Site Supervisors' Workshop. This allows us to keep a pulse on our practicum and internship sites, as well as give back to the supervisors that assist us. It has also been a privilege to be invited into a colleague's classroom as a guest speaker. Most recently I gave a presentation on Gestalt theory and techniques. Finally, I view service to the department as assisting in the enhancement of the student experience and their academic preparation. I have been involved on reviewing and updating curriculum within the department, as well as developing a new course on college counseling to meet the needs of our students' increasing interest in that field.

At least two from the following: elected office or committee work in local, state, national or international professional associations; presentations and/or consultations within Rollins College and the community; service learning projects; other college committee work

I have had the opportunity to offer additional service to Rollins College. In line with my interest in college counseling and my love of clinical work, I was a volunteer counselor for Counseling and Psychological Services (CAPS) in 2008 and 2009. In addition, I was allowed to serve as a member on the search committee for a new Director of CAPS. One item of service that I'm especially proud of is co-creating and co-advising the Multi-Ethnic Student Society at Rollins College. This group has an industrious and passionate student base that has already been active on campus. This semester (Fall 2009) they coordinated a campus program on exploring interracial relationships that brought in interracial couples and individual partners to share their stories. This group is a great new space for Rollins College's multiple heritage student population and allies. I am enjoying my role and learning experience as co-advisor as this is my first time serving in this role.

I have found that national service is quite rewarding and it brings additional notoriety to our already well-known program at Rollins College. Much of my service is dedicated to the American Counseling Association (ACA) – the central home for the counseling profession. In this organization I have assisted with ACA presidential visions, such as co-chairing the graduate student task force, co-coordinating the first-ever graduate student summit, as well as serving as faculty advisor for a year. I am also quite involved in the ACA interest network: Multiracial/Ethnic Concerns in Counseling (MRECC). Here I serve as curriculum committee co-chair, networking/division liaisons committee co-chair, and as an interest network division liaison to the American College Counseling Association. In addition, I am currently working with MRECC to put together a day-long learning institute on social justice at our upcoming ACA conference. In keeping with my interest in college counseling, I have become a member of the American College Counseling Association Executive Committee – an honor that is granted to only nine

people nationally. Other service responsibilities I have taken on in this division are within their graduate student committee, serving as a member and also as a chair.

CLINICAL CREDENTIALS

Maintaining clinical credentials is paramount in the counseling field. Departmental standards for clinical credentials in order to earn a promotion to Associate Professor are listed below. I will address each area separately.

- (1) Become licensed in Florida in Psychology, Marriage and Family Therapy, Mental Health Counseling OR credentialed as a Certified School Counselor.
- (2) Become a Florida Approved Supervisor
- (3) Become a National Certified Counselor.
- (4) Maintain clinical credentials through continuing education and related activities.

Become licensed in Florida in Psychology, Marriage and Family Therapy, Mental Health Counseling OR credentialed as a Certified School Counselor

I became a Licensed Mental Health Counselor in the state of Florida in August 2009, and have also been a Licensed Professional Counselor in the state of Texas since December 2004. I maintain both licenses through continuing education requirements. Additional credentials that I currently hold are Eye Movement Desensitization & Reprocessing (EMDR) Therapy Level 1 certification, Crisis Intervention & Suicide Prevention Training through the American Association of Sociology (60 hours), and Red Cross Certification: Disaster Mental Health Services 1.

Become a Florida Approved Supervisor

I have made plans to become a Florida Approved Supervisor. Having handed in all required paperwork for this credential, one last requirement remains. I will be completing a 16-hour supervision workshop that is approved by the state of Florida within the next year.

Become a National Certified Counselor

I have been a National Certified Counselor since September 2001, and maintain this certification through continuing education requirements.

Maintain clinical credentials through continuing education and related activities

As can be seen from the items above, I have maintained my clinical credentials. This occurred though attending six (6) national and regional conferences since my arrival at Rollins College. Conferences I have attended and participated in since the fall semester of 2007 are though the American Counseling Association, Association for Counselor Education and Supervision, American School Counselors Association, and the Southern Association of Counselor Education and Supervision.

CLOSING SUMMARY

My time at Rollins College and in the Department of Graduate Studies in Counseling has proven quite influential in my development as a teacher, supervisor, scholar and

service provider. The material presented in this Professional Assessment Statement reflects my commitment to my college community, department and profession. I have worked to move beyond the minimal requirements for all required and assessed areas to demonstrate (1) quality teaching and developed pedagogical skills, (2) an organized and structured pattern of research and scholarship, (3) intentional and meaningful service at the departmental, college, community, regional and national levels, and (4) a strong desire to maintain and increase clinical credentials as is in line with our departmental mission. As I look toward the future, I will maintain this level of commitment and passion in my roles as professor and, more specifically, as a scientist/practitioner/teacher. I will commit time to serving the Rollins College community and the Department of Graduate Studies in Counseling.

Thank you for this wonderful opportunity to self-reflect on my progress and evolution, as well as activities, since the fall semester of 2007 for the purpose of this mid-course review.

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